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> LEADERSHIP

Digital Leadership

We have to start somewhere....

By Jody Britten, Assistant Professor – College of Education, Butler University

In the Summer of 2007, the International Society for Technology in Education released the revised *National Education Technology Standards for Students*. There are six standards in all including (1) creativity and innovation, (2) communication and collaboration, (3) research and information fluency, (4) critical thinking, problem solving, and decision making, (5) digital citizenship, and (6) technology operations and concepts. While we await the 2008 *National Education Technology Standards for Teachers* and the 2009 *National Education Technology Standards for Administrators*, we cannot stand still. Of critical importance to administrators who take responsibility for instructional leadership within their school is the first student standard... creativity and innovation. Simply seeing those words can begin the brainstorm of what instruction looks like in schools, and what that instruction can look like in the years to come. If school leaders begin to model the use of technology for communication and planning, creativity and innovation for learning will hopefully follow.

WHAT IS A DIGITAL LEADER?

According to the website DigitalLeader.net, the digital leader is a person who:

- knows the possibility that technology innovation creates for our classrooms.
- understands the balance we must achieve between technology and human interactions.
- is committed to building learning environments that allow digital native learning to occur.
- acknowledges their own limitations with understanding.
- explores boldly and models with courage the use of new technologies.
- develops partnerships that bring innovation to life.

BEING A LIFELONG DIGITAL LEARNER & LEADER: PODCASTS & RSS FEEDS

It is difficult to stop amidst the chaos and demands of the day to look over new articles or keep up on any news in the larger educational community. A few new technologies can help you without taking additional time.

Podcasts

Podcasts are video or audio files that can be downloaded from the Internet to a computer and transferred to portable media player. Podcasts are becoming increasingly popular in education. Podcasting enables students

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Indiana Principal Leadership Academy IPLA+ Coaching Program

WHAT IS THE IPLA+ COACHING PROGRAM?

The IPLA+ Coaching Program is a part of an overall program designed to provide educational leaders with new knowledge for genuine individual, group and organizational transformation. Registration is open to all educators including assistant principals, principals, directors, and superintendents. Upon completion of the IPLA+ Coaching Program, participants are certified as state mentors for beginning administrators.

THE OBJECTIVES OF THE FIVE-DAY PROGRAM ARE:

- Learn to serve others through coaching.
- Re-encounter your ability and passion for learning.
- Develop abilities that will give you mastery in living.

The cost of the five day program is \$400.

2008 REQUIRED TRAINING DATES

- July 24-25, 2008
- November 13-14, 2008
- December 4, 2008



Trainings will be held at the Indiana Department of Education building at 151 West Ohio Street, Indianapolis, IN 46204. A light breakfast will be provided. Lunch will be on your own.

LARRY HUGGINS

Lawrence Huggins, of Huggins & Associates, is a professional facilitator and coach, specializing in organizational and team development, strategic planning, and conflict resolution. He teaches facilitation and communication skills, and the art of designing and facilitating effective meetings. He is certified as a facilitator in the discipline of the ontology of language, a powerful perceptive for understanding and intervening in organization, viewing them as linguistic systems. Ontology addresses two major questions that have become pivotal for the long-term success of schools: "How can principals work together effectively and develop trust in working relationships?" and "How can we build a high performance and collaborative school?"

Registration Deadline – July 3, 2008.

**Refund Deadline – 2 business days
prior to first session.**

Please mail or fax registration to

Maggie McGrann - IPLA Room 229,
State House, Indianapolis, IN 46204
Telephone: (317) 234-0331
Fax: (317) 232-9005
Email: mmcgrann@doe.in.gov .

Please provide a P.O. # or send a check
payable to IPLA Alumni Association.

Method of payment:

Check# _____ P.O.# _____

Name / Position

School / Organization Name

Address

Email

Phone Number



Leadership & Student Achievement

by Anna Shults, 2007 Indiana Teacher of the Year
Currently a Teacher In Residence at the Indiana Department of Education

Acknowledging the demands placed upon educational leaders in this era of heightened accountability has led to a conversion of sorts in the criteria required to define principal effectiveness. While it's important to react to the transformation in the role of 21st century administrators, consistency remains the link between leadership and student achievement. It can be said that principals who buy into the notion that there is little they can do to sufficiently impact student achievement lack the gains seen by their colleagues who believe they are directly accountable for, and engrossed in, the academic strides made within their schools. Regardless of one's philosophy, leaders share a common feeling that there is more pressure than ever before to be responsible for student success. Effective administrators share essential skills that impact the school culture that equates to ownership of a shared vision by all stakeholders. Principals who lead by example and model productive practices themselves continually cultivate gains in student achievement. Effective leaders demonstrate these shared characteristics:

- A belief that all students can learn that stems from establishing high expectations for achievement and then holding everyone accountable for strong results.
- Incessantly asking "How can we make this better?" becomes a guiding question that is linked to generating criteria for continual improvement with input from students, staff, and community members.
- Knowledge of data goes beyond the mere collection process and the obtained results, but instead focuses on transferring the analysis into meaning that can be used in curriculum development and instructional planning.
- Empowering teachers to grow and to try new ideas by fostering a desire within practitioners to stay abreast on current research, collaborate, and seek out opportunities for professional development in alignment with school wide goals.
- Maintaining a visible presence in settings where learning is occurring so that information gained can drive future practice and, in turn, provide the support necessary to sustain ongoing efforts for achievement in a manner that drives instructional practice.

A recent study on effective principals conducted by Robert Marzano reinforced the belief that solid leaders know what good teaching is and are able to tell the difference between "activity and achievement". A principal who is confident in their role as an instructional leader and dedicated to empowering teachers with the skills required to make a difference will confidently see the effects that their shared vision can have on student achievement.



Anna Shults

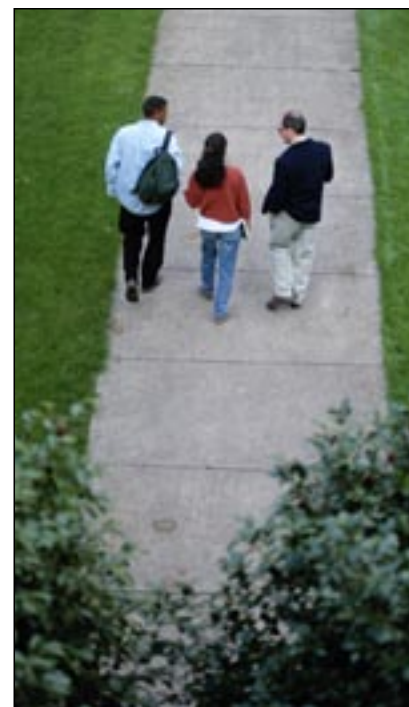
Conversations

by Bill Gavaghan, IPLA Executive Director

A few years ago, after a long day as a middle school principal, I reflected upon all the face to face, email and phone conversations I had during the day and came to the conclusion that I spent most of my day talking. My day was spent in conversations; most of them not lasting any longer than a few minutes. Some of those many conversations left me feeling good as I walked away because I felt I had accomplished something, whereas others were a waste of time for me and the person to whom I was talking. I wondered why that was.

Schools and school districts, like any organization, are made up of people interacting together. These interactions occur through conversations, whether in email or in person. Think of all the interactions that take place in the daily life of a school through conversations as well as the work that gets done as result of those conversations. Conversations are at the heart of everything we do, but we pay little attention to this as a crucial area of learning.

People develop relationships through conversations. The quality of a relationship determines the type of conversation that is available to us during the school day. We seek out people we trust, who support us and are upbeat and positive. Yet, we avoid people, and naturally so, who are constantly negative and find fault with everything in the school. The quality of relationships and conversations determines what gets done and how it gets done. Schools are a network of relationships and conversations between administrators, teachers, students, parents, and support staff. What prevents some schools from becoming great schools is the quality of those relationships and conversations. Principals can influence the types of conversations that take place in their school by encouraging and supporting positive relationships and discouraging negative conversations that are nothing more than gossip and put-downs.



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IPLA Profile

Deb Lecklider, Associate Dean in the College of Education at Butler University



Deb Lecklider

What school, corporation, or company do you work with? As an Associate Professor in the College of Education at Butler University, I currently serve as the Director of the Experiential Program for Preparing School Principals (EPPSP). I just accepted the Associate Dean position for the College of Education and will begin my new position July 15, 2008. Although I won't be the Director of EPPSP, I plan to teach 3 hours in the program so I can continue to work in educational leadership.

What is your area of training? I completed my Ph.D. in 2004 and have been working in educational leadership for the last 20 years. I have been trained in Baldrige, Ontological Coaching, Facilitation and Mentoring.

What was your IPLA experience like? My experiences with IPLA have been life changing; participating in IPLA events made me a better school leader. I was a member of Group 22; I served on a couple of facilitation teams; and I am member of the IPLA Alumni Association. My greatest experience was serving as the Executive Director of IPLA for seven years.

How has IPLA benefited you and/or contributed to your professional life? All of my experiences with IPLA have contributed immensely to my overall leadership development. The value and practicality of the IPLA experience helped me become a better leader, facilitator, mentor, and coach. Perhaps one of the most important benefits of my IPLA experience has to do with the people I met. Since my Group 22 days, I collaborated and worked with some of the most influential and passionate school leaders in the country—it has been a true honor and an incredible opportunity.

What is your philosophy of education or leadership? Leadership is about people—building relationships and creating a culture of learning and trust; leadership is about creativity—allowing people to flourish in an environment of big ideas; leadership is about communication—sharing a vision of high expectations; leadership is about respect—treating

and motivating people by modeling loyalty and respect; leadership is about succession—recruiting and retaining the best of the best; and leadership is about knowledge—continuous learning is a must for all leaders.

What have you been doing? As an associate professor at Butler University directing the EPPSP program, I also had the opportunity to serve as a faculty-in-residence. Butler University selects six faculty to live in faculty housing to provide opportunities for students and faculty to interact outside the classroom in a causal residential setting. My husband Mike and I have thoroughly enjoyed living and working with our students at BU. We organize social, cultural, and diversity events twice a month, and usually have students stop by our apartment for informal discussions, conversations, and always food!

What are you focusing on? As we look to redesign our educational leadership program, currently I am focusing on incorporating more special education training for future school principals. We know that today's principals must be knowledgeable in diversity, ESL, and special populations—we are working hard to incorporate more diversity and technology into our curriculum.

Something that you have done recently... Mike and I have twins who both live in Los Angeles. Our daughter Ryann is finishing up a concentrated acting class in hopes of getting into film or television. Our son Chase just transferred to the LA area with a sports performance company. Fortunately we are able to visit the west coast regularly and just returned from a spring break trip.

What is your favorite quote? I have two quotes that define a few of my beliefs: Bill McColly, my mentor and former principal, always told us, "It is amazing how much you accomplish if you don't care who gets the credit." And, a quote that reminds me of Don Jantzi, principal of Chamberlain Elementary in Goshen and member of the "Marsh" facilitation team, "Life is not measured by the number of breaths we take, but by the moments that take our breath away." (G. Carlin)

What are you reading at the moment? I always have 4 or 5 books going at the same time, but one book that I am currently using with my EPPSP students is *Monday Morning Leadership* by David Cottrell—a must read for all principals. Another book that many school leaders are reading now is *A Whole New Mind* by Daniel Pink. For fun, I just finished reading *The Kite Runner*, by Khaled Hosseini.



Marsh Team Continues IPLA Legacy Tradition

As IPLA facilitators we are called to heartfelt servant leadership. We are committed to preserving the IPLA legacy through the building and renewal of facilitation teams.

By John Marsh

The IPLA Summer Facilitation Team has undergone recent changes with two members “retiring” from the team last summer and two leading principals joining the team. Departing team members were Keith Meyer, retiring principal of Loge Elementary School in Boonville, and Don Setterlof, former principal of Cherry Tree Elementary School in Carmel and current Executive Director of Dollars for Scholars. Keith and Don were exemplary school leaders who dedicated many years to IPLA and principals throughout Indiana. They will be greatly missed. Joining the Marsh Team are Sheri Patterson-Marcott, principal of Creston Middle School in Indianapolis, and Bob McDaniel, principal of Noble Crossing Elementary School in Noblesville. Sheri and Bob bring both enthusiasm for IPLA and a wealth of experience to the Marsh Team.

The Marsh Team provides team building and legacy experiences for new and current facilitators during each summer in Brown County. The team is unique in that it has served IPLA since 1994 when it first formed to serve as one of two facilitation teams for Groups 21 and 22. The original team members included Mike Barnhart, Jane Boultinghouse, Don Jantzi, Debra Lyons, Keith Meyer, Don Setterlof, and Ellen Sparrow. In 1996, the team was asked to provide summer team building experiences and facilitator training for new Academy groups. The first summer facilitation team consisted of the original Marsh Team, less two members who chose not to continue at that time. The summer workshop provided both team building and curriculum experiences for new facilitators. Over time, the team and the Academy staff came to believe that the summer workshop was time constrained and the best purpose of the summer workshop would be team building and legacy experiences while leaving the curriculum aspect for the Academy staff at later sessions. The legacy aspect of summer training is designed to share the



John Marsh

rich 20 year history of IPLA and to pass on the heritage and purpose of the original Academy creators. Later, facilitation teams currently serving the Academy also wanted to contribute to facilitation training and to experience a continuing Academy renewal experience each summer. It was decided then to add current facilitation teams to the summer workshop to share their experiences with newly forming teams and to add a renewal component to summer training. Marsh team members have also served on various facilitation teams over the years, including the current Wright-Browner Team. When possible, Academy team leaders from finishing groups are invited to serve on a summer team, providing a connection to the current Academy experiences.

The goal and purpose of the facilitation training team is to serve the Academy and principals across Indiana with a servant leadership philosophy. It is dedicated to bringing new facilitation teams together, to passing on the history and legacy of IPLA, and to the continued renewal and sharing of talents by teams currently serving the Academy. The Marsh Team is privileged to serve in that capacity.



(DIGITAL LEADERSHIP continued from page 1)

and teachers to share information with anyone at any time. It can be a tool for teachers or administrators to communicate curriculum, assignments and other information with parents and the community.

Podcasting Steps:

1. Download iTunes for free, buy an MP3 player, an adapter for your car, and a stereo with an MP3 player mount which can cost as little as you would like but approximately \$300.
2. In iTunes, open up the library named "Podcasts." In the bottom right-hand corner of the iTunes window, you will see an option to view the Podcast directory.
3. Click on the directory to access a searchable library of Podcast audio files that are provided for free in most cases and will automatically update your computer when new episodes are available. To get started, you may want to subscribe to *The Podcasting Principal* to learn about technology, get book reviews, and find helpful tips to make life easier from a veteran principal.
4. Once you have a podcast downloaded, you can synch it with your MP3 player in order to listen to episodes in the car or office.



RSS Feeds

RSS stands for Real Simple Syndication. An RSS feed allows your computer to let you know via email or a web browser what new articles or items are available from a particular website, organization, or news provider. When you are surfing the web and see RSS on a website, anything new will be highlighted in your RSS feed. Once the RSS page is bookmarked, there will be a constant and automatic count of new items. For example, if you bookmark the *New York Times* Education page and there are two new articles on a given day, the link will read "NYT Education (2)." By following the bookmark, you will see a very brief summary of those articles and you may decide if you'd like to read them. If not, simply follow the link and reset your RSS feed back to zero.

CONTINUOUS COLLABORATION: WIKIS AND GOOGLE DOCS

We are all victims of the old routine of "meeting just to be meeting." At one time, there was a need to put people in a room to disseminate information, and while some information is still best received in a face-to-face meeting, we don't need to spend precious moments in one room talking at people. There are several strategies you can implement to get started in reshaping your meetings so that they act as a collaborative working time. Moreover, you also have options available for creating a collaborative workspace between meetings.

Wikis

A Wiki, by definition, is a webspace that allows users to collaboratively create, edit, and share content. The site PBwiki (www.pbwiki.com) has a unique link for educators so that they can access pre-made templates and other how-to resources for Wikis. During the set up of a Wiki, you can make your space private, share access with only a few users, or open the space up to be publicly accessible. A Wiki can be a great tool if your school is building a knowledge base on a specific topic or pooling resources to achieve improvement goals. For example, a principal could set up a Wiki for the staff to archive and share resources on strategies to improve student attendance. In that Wiki, individuals could create a shared knowledge base (including links, photos, files, etc.) and could use that knowledge base to create a planning document. That planning document could be commented on and changes could be added. Use of a Wiki for committee work allows time for continuous commenting, constructing, and development.

Google Docs

Google Docs is a free, web-based application offered by Google. By logging into www.google.com/accounts, you can set up a free Google account. By doing so, you will be able to create and share documents, spreadsheets, and presentations. Google Docs can be edited and viewed by multiple people simultaneously. If you are working on a school report or presentation, you and your colleagues can set up an account, share documents, and work continuously on the same document without having to email an attachment, make a plan for version control, or worry about accessing a document on one person's computer or account. Google Docs is a great tool to use for collaborative brainstorming space because a large group can work in small teams to brainstorm and each team can view the work of others. This dynamic collaborative space can change the way you share information, plan, and share among any group - large or small.

Interested in getting started?

Try a few of these favorite resources for leaders below.

In iTunes search for these podcasts:

The Podcasting Principal
Project tomorrow
Ed Tech Talk
Indiana Department of Education

Subscribe to these RSS Feeds:

Indiana Department of Education (feed://www.doe.in.gov/htmls/news.rss)
U.S. Department of Education (feed://www.ed.gov/rss/edgov.xml)
TechLearning (feed://www.techlearning.com/rss/all.php)

Or check out these books:

A Whole New Mind by Daniel Pink
Don't Bother Me Mom, I'm Learning by Marc Prensky
The Rise of the Creative Class by Richard Florida

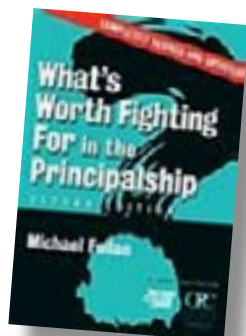


BOOKS FOR LEADERS

What's Worth Fighting for in the Principalship

by Michael Fullan

Book review by Rebecca Coffman, Assistant Principal of Zionsville Middle School and member of Cohort Group 25 in Butler University's Experiential Program for Preparing School Principals (EPPSP).



This particular installment of the *What's Worth Fighting For* series offers a blunt description of the challenges today's principal might encounter.

In addition, this book also maps out new concepts of the principalship and outlines several guidelines for action. Michael Fullan wastes no time sugar coating the fact that the job of the principal has undergone radical change. The discussions of decreased job satisfaction, increased time demands, and more complicated professional lives are quite eye-opening for the individuals who currently hold or aspire to possess these positions.



Rebecca Coffman

Fortunately, this quick read does more than simply point out the diverse challenges facing today's educational leaders—it offers many hopeful solutions. These solutions follow a reoccurring theme throughout Fullan's work based on change. Specifically, he instills that in order to truly change schools we must first change ourselves. We must learn to decrease our dependency on others and be a facilitator of change.

There are many recommendations suggested in this book for how to break this cycle of dependency and instead become a facilitator of change. An example of the advice offered is that we must seek and listen to opposition even though our first impulse is to want to run away and hide. Change always begins with disagreement—a statement I had never contemplated prior to reading this particular piece. Fullan challenges his readers to use disagreement as a starting point for growth rather than suppress the emotion and allow it to come back and haunt you and your leadership efforts. In planning ahead for the 2008-2009 school year, if we each take even a few of Fullan's suggestions into consideration, everyone in education would benefit from a positive approach to change.

I implore each of us, especially new school leaders, during this busy time of the year to take a few minutes and reflect on what it is that we each could improve personally and professionally. Given its length, this book respects the fact that for each of us time is precious. However, it just might be the right push you need to establish a firm focus for your leadership in 2008-2009.

CONVERSATIONS continued from page 3

When thinking of your school, do you feel that the conversations are producing the results you want? Do they produce value? Do they produce waste?

In working with schools and professional learning communities, I have learned it is not just what people know that counts but how they converse and relate to each other. The most successful professional learning communities are those in which teachers are knowledgeable about relational trust and are able to build it through their daily conversations. It is through those relationships of trust and mutual respect that positive things get done for students.

The Indiana Principal Leadership Academy is addressing conversations by developing a new standard on conversational proficiency. The standard will read:

The school leader demonstrates competency in:

Generating conversations that effectively coordinate action and produce constructive relationships with a wide range of people, including the appropriate use of the following linguistic acts: Requests, offers, promises, assertions, declarations and assessments.

Becoming conversationally proficient is an issue that greatly affects the relationships and trust in your school. For this reason, the Indiana Principal Leadership Academy looks to help principals understand the power of conversations so that they can become more conversationally proficient. In the world of *No Child Left Behind*, relationships and conversations cannot be taken for granted.

QUOTE CORNER

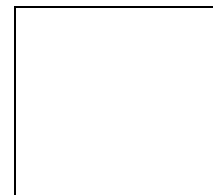
"The heartbeat of education is building community...the foundational place where all educational initiatives can take root and grow."

Clifton Taulbert
Author of *Eight Habits of the Heart for Educators*



INDIANA DEPARTMENT OF EDUCATION
Indiana Principal Leadership Academy

Room 229, State House
Indianapolis, IN 46204-2798



C A L E N D A R

2008

- | | |
|-------------------|--|
| June 9-11 | IPLA Academy Group 45 Orientation and Leadership Session at Brown County Seasons Hotel |
| June 10-11 | IPLA Academy Group 44 Leadership Session at Brown County Seasons Hotel |
| June 12 | Facilitator Renewal for Groups 44, 45, & 46 at Brown County |
| June 11-13 | IPLA Academy Group 46 Facilitator Training at Brown County |
| June 26 | IPLA Scholarship Interviews |
| June 26 | IPLA Alumni Retreat |
| June 27 | IPLA Alumni Board Meeting |
| July 24-25 | IPLA Coaching Renewal with Larry Huggins |
| | |
| | |

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iplanewsletter](http://listserv.doe.state.in.us/mailman/listinfo/iplanewsletter)

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